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Abstract

The University of Georgia was awarded the distirguished achievement award for its develcpment and implementaticn of an inservice program in mathematics for elementary teachers. Reccgnition awards were given tc (1) Oregcn College of Educaticn fcr its Prcgram in Elementary Teacher Preparaticn designed to cope with the problems of repetitien cf course material, lack cf transfer, and new developments in teacher educaticn; (2) Brooklyn College of the City University cf New Ycrk fcr its Prcgram on the Preparaticn cf College Graduates to Teach in Elementary Schools in Urban Disadvantaged Areas; (3) The University of Alaska fcr its Alaska Rural School Project; and (4) The University of Arizcna fcr its Duo-Specialist Prcject to aid the small ccmmunity in meeting its needs fcr trained perscnnel in special areas. Special recognitien was given to Ball State University, Indiana, for its Mcdel In-Service Prcgram fcr Teachers cf Junior and Senior High School English; Ccncccrdia Teachers College, Illincis, for A Prcgram cf Crientation and Inservice Educaticn fcr Cooperating Teachers; Glassbcrc State Ccllege, New Jersey, for its Adult Education Center; Idaho State University for Synthesis--A Prcject cn Creative Teaching; and Trenton State Ccllege, New Jersey, for its Junior Five Project. (The annouucement bcoklet contains brief descriptions of the award-winning programs and a listing with brief program descriptions cf the 73 cther entries.) (JS)

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Excellence in Teacher Education

1967
Distinguished Achievement Awards
of
The American Association of
Colleges for Teacher Education

1201 Sixteenth Street, N. W. • Washington, D. C. 20036

SP001160

The American Association of Colleges
for Teacher Education

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036

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Encouragement of Excellence

The encouragement of excellence in collegiate programs of teacher education has always been viewed as the central purpose of The American Association of Colleges for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

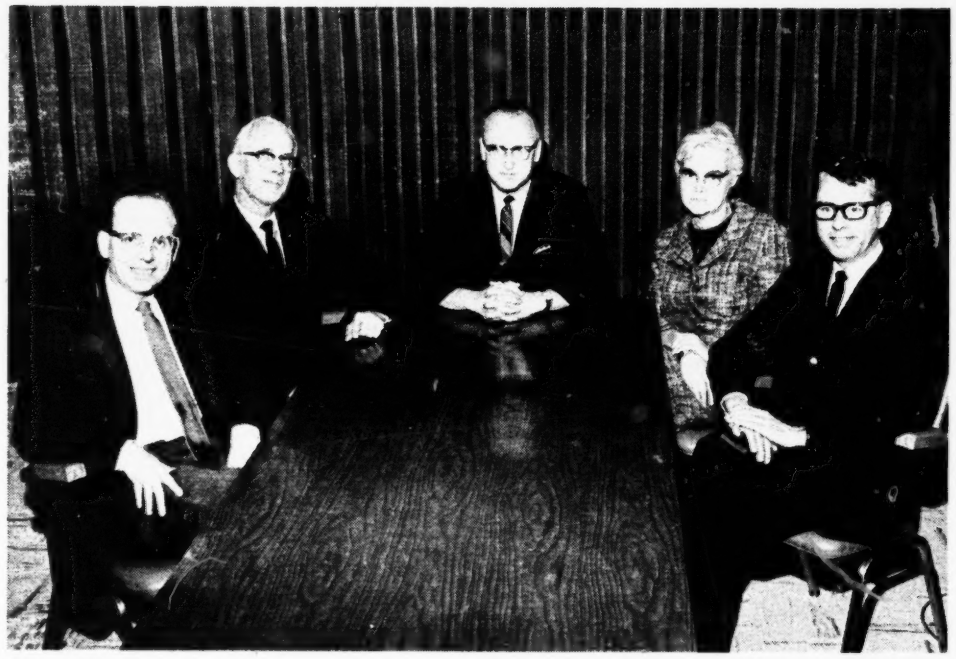
The Distinguished Achievement Awards for Excellence in Teacher Education were established as an annual event in 1965. The program was conceived as an encouragement for member colleges and universities to describe their successful programs and in turn to stimulate other institutions to greater action. This booklet describes the 1967 Distinguished Achievement Awards recipients as well as those programs deemed by the judges to be worthy of Special Recognition. Under the section of the brochure entitled Programs of Excellence are brief descriptions of each entry in the 1967 Awards Program listed in alphabetical order. The administrators listed in the brochure are those who signed their institution's entry.

The American Association of Colleges for Teacher Education is proud of the quality and variety of programs of teacher education identified in this publication. It is hoped that the colleges and universities receiving the Distinguished Awards, as well as others who participated in this national effort, will encourage further improvements in colleges and universities and that this program will serve to reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the Award recipients and the 73 other entries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. The variety of teacher education programs represented is consistent with the AACTE's long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university, and its faculty, staff, and students for making this annual Distinguished Achievement Awards program possible.

Panel of Judges



The 1967 Distinguished Achievement Awards Panel of Judges was comprised of (left to right): Dr. Manning M. Pattillo, Associate Director, The Danforth Foundation; Dr. Ralph W. Cherry, member, AACTE Executive Committee and Dean, School of Education, University of Virginia; Russell A. Strong, Chairman, AACTE Committee on Public Relations and Chairman of the Judges Panel; Dr. Dorothy McGeoch, Professor of Education, Teachers College, Columbia University and President, Association for Student Teaching; and Dr. Rodney A. Briggs, AACTE Institutional Representative and Dean, University of Minnesota at Morris.

The

Distinguished

Achievement

Award

THE UNIVERSITY OF GEORGIA
ATHENS, GEORGIA
J. A. WILLIAMS, *Dean, College of Education*

IN-SERVICE PROGRAM IN MATHEMATICS FOR ELEMENTARY TEACHERS
T. H. WHITEHEAD, *Coordinator of Instructional Institutes*
LEONARD PIKAART, *Director*

THE DISTINGUISHED ACHIEVEMENT AWARD for Excellence in Teacher Education of The American Association of Colleges for Teacher Education for 1967 is presented to The University of Georgia for its development and implementation of an in-service program in mathematics for elementary teachers.

Recognizing that most of the 32,000 elementary and junior high school teachers of mathematics in the State of Georgia have a dire need for reeducation, this program is designed to meet that need in a manner which can serve as a model for similar programs in other states.

In cooperation with the State Department of Education Educational Television Network, programs are televised four times a week to 35 centers. Classes are conducted on Mondays and Tuesdays. Each lecture is repeated at other times for those who must miss a scheduled class. The formal sessions are held after school. The first half hour is devoted to a discussion of out-of-class assignments. The second half hour is spent viewing the current lesson via television, and the final half hour accords the instructor an opportunity for clarification of concepts presented and for answering students' questions.

Qualified instructors in the program have been carefully selected from colleges, junior colleges, and high schools throughout the state.

Originally funded by the National Science Foundation, this program presently enrolls 900 elementary teachers. Continuing support is being shared between the University, the State Department of Education, and County Boards of Education.

Effectiveness is being measured in terms of the achievement of program objectives, a comparison in teacher growth with the on-campus program and the traditional in-service efforts, and the effect on the elementary school child.

For Distinguished Achievement

OREGON COLLEGE OF EDUCATION
MONMOUTH, OREGON
LEONARD W. RICE, *President*

in concurrence with ELLIS A. STEBBINS,
Dean of Administration

Recognition is given to Oregon College of Education for its Program in Elementary Teacher Preparation. Designed to cope with the problems of repetition of course material, lack of transfer and new developments in teacher education, this program has developed a theoretical framework that is internally consistent in terms of the behavior of the pupil, the student, the cooperating teacher, and the college instructor. The result has been a redefinition of the role of the college instructor, the design of a system of scheduled and voluntary individual conferences and small group discussions with teacher trainees, the development of a cycle of supervision which corresponds to the theoretical framework and uses both college and school personnel, and a continuing concern for relating the preservice and in-service programs. Operationally, a team of college instructors has become involved with and responsible for developing the total product of the Elementary Teacher Education Program. The program provides a framework whereby new ideas can be introduced, tested, and evaluated. It provides for changing and enlarging the role of the college instructor to that of guide and counselor for teachers in preparation and teachers in service.

BROOKLYN COLLEGE OF THE CITY
UNIVERSITY OF NEW YORK
BROOKLYN, NEW YORK
FRANCIS P. KILCOYNE, *President*

in concurrence with CHARLES M. LONG,
Program Director

Recognition is given to Brooklyn College for its Program on the Preparation of College Graduates to Teach in Elementary Schools in Urban Disadvantaged Areas. This four-phased program is designed for mature men and women, college educated, who now wish a career in teaching and are particularly interested in working with the disadvantaged. Students begin during the summer by assuming positions of responsibility with community social and service agencies. A minimum of 75 hours of field service is required with a collateral seminar meeting three evenings a week. During the fall, pre-intern activities include two seminars and a workshop covering learning theory, research, teaching method, and human relations in school and community. The paid internship comes during the spring semester and is accompanied by the continuation of the seminar on learning and the workshop in human relations. The final phase of the program is regular teaching with continued graduate work leading to the master's degree. Continuing supervision is provided by a supervisory team made up of representatives of the college, the public schools, and community agencies. Evaluation is continuous and program adjustments continue to be made.

THE UNIVERSITY OF ALASKA
COLLEGE, ALASKA
WILLIAM R. WOOD, *President*

in concurrence with CHARLES K. RAY,
Dean, College of Behavioral Sciences and Education

Recognition is given to the University of Alaska for its Alaska Rural School Project. Designed to meet the needs of primary and intermediate rural children, this program incorporates careful teacher selectivity, an intensive summer institute which combines cultural anthropology, applied linguistics, and teaching methods with the development of educationally and culturally appropriate instructional materials, careful evaluation, and continuing consultative service. Unique features include extended on-site village visitations and the creation of an on-campus, one-room school which serves as a self-contained teaching laboratory for research and instruction. The project is jointly supported by The Ford Foundation, Bureau of Indian Affairs, University of Alaska, Northwest Regional Educational Research Laboratory, Alaska State Department of Education, and federal funds provided under the Elementary-Secondary Education Act of 1965, Title I, Public Law 89-10.

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA

F. ROBERT PAULSEN, *Dean of the College of Education*

in concurrence with PAT N. NASH,
Director, Duo-Specialist Project

Recognition is given to The University of Arizona for its Duo-Specialist Project. This project is designed to aid the small community in meeting its needs for trained personnel in the areas of guidance, reading, special education (mentally and physically handicapped), and library. Selected teachers are released from their regular duties by their boards of education to receive training relative to the establishment of a program in two special areas, operationally feasible in their own school districts. There is a high degree of individualism in the content and guidance of the teacher's special program since it is designed to meet special needs of a given school district. During the year of the teacher's special training, an intern is cooperatively selected to assume the teacher's regular teaching duties. The intern's program begins in the summer prior to the teaching assignment and is carefully and continuously supervised by both university and public school personnel. The cost of the project is shared. Regular salary is paid the teacher in training by the school district. With foundation help, the university provides the intern with a stipend. The project is an excellent example of immediate, practical results accruing from a cooperative endeavor among local school districts, university, and foundation agency.

Special Recognition

BALL STATE UNIVERSITY
MUNCIE, INDIANA

JOHN R. EMENS, *President*

A Model In-Service Program for Teachers of Junior and Senior High School English at Ball State University is identified by The American Association of Colleges for Teacher Education for Special Recognition. This program begins with three instruments prepared at Ball State University: (a) a "Sampler" of practices in teaching junior and senior high school English, (b) a "Rationale" for a sampler of practices in teaching junior and senior high school English, and (c) an "Instructor's Supplement." Teachers first respond to the "Sampler" in terms of use and judgment of effectiveness of each practice. They are then given the "Rationale," summary statements and bibliographies of research and professional writings, for study and discussion. The "Instructor's Supplement," designed for discussion leaders, enlarges considerably on the studies in the "Rationale." Based on the assumptions that: (a) effective change must be initiated by local teachers, (b) teachers will reconstruct their educational goals most effectively when they consider educational practices of colleagues, and (c) more effective in-service education develops if teachers volunteer and participate in planning and operating the activities, this program has stimulated change in English classes. The program is jointly supported by Ball State University and the cooperating school study councils.

CONCORDIA TEACHERS COLLEGE
RIVER FOREST, ILLINOIS

MARTIN L. KOEHNEKE, *President*

A Program of Orientation and In-Service Education for Cooperating Teachers, at Concordia Teachers College is identified by The American Association of Colleges for Teacher Education for Special Recognition. This program recognizes that the cooperating teacher is a key person in the program of teacher education. It has as its objectives: the strengthened relationship with Student Teaching Centers, improvement in the quality of student teaching supervision, and an improved performance on the part of college supervisory personnel. To accomplish these ends, a multifacted program has been established which includes: (a) orientation of new cooperating teachers, (b) supervision handbooks and related materials, (c) quarterly meetings with cooperating principals, teachers, and pastors, (d) summer institutes in supervision of student teachers, (e) weekly visits by college supervisory personnel, (f) college assistance with school staffing needs, and (g) a leave of absence program for cooperating teachers. The involvement of cooperating teachers has also been extended to include college teaching responsibilities. This has been a most successful innovation and of mutual benefit to both school and college.

GLASSBORO STATE COLLEGE

GLASSBORO, NEW JERSEY

THOMAS E. ROBINSON, *President*

The Adult Education Center of Glassboro State College is identified by The American Association of Colleges for Teacher Education for Special Recognition. This center has been established as a project in the utilization of the resources of a teacher-training institution to augment efforts to eliminate functional illiteracy among adults in the State of New Jersey. It provides such resources as instruction, library, teaching materials, and consultative services to those at the college and to those in community action groups who are now working with, or who are preparing teachers to work with, adult functional illiterates. It is a vital resource where both individuals and materials are available to wage a successful attack upon ignorance in the home.

IDAHO STATE UNIVERSITY
POCATELLO, IDAHO

WILLIAM E. DAVIS, *President*

Synthesis—A Project on Creative Teaching, a program in the introductory course in the professional education sequence being carried on at Idaho State University, is identified by The American Association of Colleges for Teacher Education for Special Recognition. The Introduction to Education course has been redesigned in a manner that achieves excellence in instructional method and continues to demand academic excellence from students. Making appropriate use of team teaching, educational television, and the electronic computer, this course merges instructional techniques and modern media in a way that bridges the gap between the human side of instruction and the technological revolution. Research is conducted in conjunction with the course to yield data relevant to the course objectives. Revisions have resulted in course content, format, and materials as a result of continuous faculty-student evaluation. Course revision and the program have been accomplished without additional expenditures or outside financial assistance. The program offers a solution to the problem of accommodating all students and simultaneously providing quality instruction.

TRENTON STATE COLLEGE

TRENTON, NEW JERSEY

VIRGIL W. GILLENWATER, *President*

The Junior Five Project being conducted by Trenton State College is identified by The American Association of Colleges for Teacher Education for Special Recognition. This project, which is a cooperative effort of Trenton State College, the Division of Curriculum and Instruction of the State Department of Education, and the Trenton Public Schools, has as its basic objectives: (a) the improvement and enrichment of the learning opportunities and experiences of disadvantaged children in an inner-city school, (b) the offering of multi-phased opportunities for preservice education of Trenton State College students who are preparing for teaching, and (c) the in-service education of teachers in the inner-city school. Teacher preparation students are engaged in tutoring, speech screening, therapy, story telling, student teaching, working with special learning problems, providing music, and other cultural activities and clinics. The program calls for the involvement of college faculty and administration, students, specialists and consultants, public school teachers and pupils, and members of the community. An obvious positive outcome of this program is the establishment of a cooperative and successful working relationship for the improvement of education.

Programs of Excellence

ARIZONA STATE UNIVERSITY

TEMPE, ARIZONA

G. HOMER DURHAM, *President*

To stress the interrelatedness of courses in theory and methodology, experience in student teaching and observation, and clinical practice, Arizona State University has introduced the Five Year Mental Retardation Program. Initiated and refined under a program planning grant from the United States Office of Education, the five-year concept provides the advantage of sufficient uninterrupted time and allows concurrent scheduling of academic and practical experience throughout the preparation period. The fifth year includes an internship, which can be completed in a number of different settings, depending on the individual student's level or area of specialization. The essential characteristic is the planned flexibility which allows for individualizing the student's program to fit his particular goals.

BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS

REV. CHARLES F. DONOVAN, S.J., *Academic Vice President*

To provide an educational experience for the imaginative and intellectually gifted student, Boston College established An Action Honors Program. This experience for specially selected students is geared to the professional area of pedagogy. Among the outcomes desired are: strengthened habits of analysis and reflection; the development of intellectual self-confidence, poise, and tolerance in academic discussion; the adoption of a consistent attitude in expressing and maintaining a point of view; and evolvement of a habit of questioning the generalizations of others. The objective is a student teacher, who in his senior year, has a more mature grasp of methods and evaluation in the handling of materials, a deeper knowledge of his field, and a more clearly characterized intellectual understanding of the teaching profession.

BRIGHAM YOUNG UNIVERSITY

PROVO, UTAH

ERNEST L. WILKINSON, *President*

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To train more effective teachers, a program of micro-teaching is being utilized. This program involves the presentation of a four-to-eight-minute "lesson" by a student in one of the teacher education courses to a "class" of from three to six students from the local public schools. The college instructor, other members of the college class, and the pupils evaluate the teaching performance. The entire presentation is video taped, and immediately replayed for the student teacher so he can see himself in action. A discussion and critique involving the instructor, student teacher, and college class follow the video playback. Areas of major difficulty are identified, and the student teacher reteaches the *same* or a different group of students, either immediately or in a future micro-teaching session.

CALIFORNIA STATE COLLEGE

LONG BEACH, CALIFORNIA

CARL W. MCINTOSH, *President*

To upgrade the classroom teacher's competency in the aerospace sciences and to develop a teacher awareness of the many information sources and means of development in the various academic areas, California State College at Long Beach established an aerospace curriculum. One of the concepts taught was the principle of flight. To better understand this concept, an airplane was constructed from basic component parts. It was flown on the last day of the course. The faculty employed many of the latest techniques in presenting the materials. Team teaching was used as an approach to the more complex problems. The desire throughout was to further the student's knowledge and encourage him to utilize the field of aerospace in his instructional program.

CALIFORNIA STATE COLLEGE
LOS ANGELES, CALIFORNIA

JOHN GREENLEE, *President*

To meet the teacher shortage in the Los Angeles city schools, California State College and the Los Angeles city schools cooperatively organized the Elementary Off-Campus Program. Following an intensive recruiting program, candidates possessing accredited bachelors degrees met with the appointed professor at a selected city elementary school. Flexible schedules permitted the professor to integrate demonstrations and observations for the students with professional curriculum. Flexibility in the program offered a recruit the choice of the required two assignments of directed teaching or one assignment of regular student teaching plus one semester assignment in his own classroom on an Internship Credential, with student teaching credit received and supervision continued by the college.

CALIFORNIA STATE COLLEGE
HAYWOOD, CALIFORNIA

FRED HARCLEROAD, *President*

To meet its first and continuing commitment to variety and innovation in professional preparation, California State College at Haywood offers three graduate programs leading to teaching credentials. One program or plan is offered to regular candidates who as yet have no strong preferences about where they teach. A second plan is for women university graduates who hope to teach children from upper middle class homes. The third plan is for candidates who want to offer better opportunities for children from low-income families. Each program permits the adaptations needed for individual candidates.

CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN

WILLIAM SPOELHOF, *President*

To meet the need of teacher graduates for competence in the field of multi-sensory teaching and audiovisual techniques, Calvin College has established an audiovisual laboratory. During the student teaching semester, all students must become familiar with the use and operation of common audiovisual devices. Graduates who have not been certified as competent in this area will not be recommended for teaching credentials. Students use as much time in the laboratory as they need. They learn to use the equipment in accordance with its planned use in the classroom. Student teachers' ability to integrate their knowledge of audiovisual techniques with their total teaching experience is the goal of this program.

THE CHURCH COLLEGE OF HAWAII
LAIE, HAWAII

NEPHI GEORGI, *Acting Academic Dean*

To meet the needs of students from the entire Pacific Basin and the East Asia Rim and to assist all to learn and appreciate others of all groups as they prepare to teach is the aim of the College Teacher Preparation Program. After acceptance into the program, selected students may apply for September or, on occasion, June experiences. Each student is assigned to the school nearest to where he expects to be at summer's end. This experience provides a sensitivity to the rest of his professional program which includes observation and participation under close supervision during the junior year and full time supervised student teaching in the senior year.

COLLEGE OF MOUNT SAINT VINCENT

BRONX, NEW YORK

SISTER MARY DAVID, *President*

To bring undergraduates into meaningful teaching contact with disadvantaged children prior to the student teaching experience and to enable them to determine more realistically whether their skills lie in teaching at the level of early childhood or of middle grades, the College of Mount Saint Vincent is engaged in an experimental project as part of its elementary teacher education program. For one semester in the junior year, students take a course in Methods and Materials of Nursery School and Kindergarten Teaching. At the same time, they assist the teachers of two local Head Start programs and provide a one-to-one relationship with the children. Each week the student teachers have the opportunity in class to receive further help in solving specific problems that may have arisen during the laboratory session.

COPPIN STATE COLLEGE

BALTIMORE, MARYLAND

PARLETT L. MOORE, *President*

To develop a teacher education program to equip students from culturally disadvantaged backgrounds, at a predominantly Negro urban college, to function effectively as teachers in inner-city schools, Coppin State College began Project Y-003: A Design For Better Teaching For the Inner City. Recommendations were made for curriculum revisions. The history and culture of American minority groups as well as urban sociology were stressed. A series of institutes served to develop the enthusiasm of volunteers. An analysis of existing teacher education programs was made. Relevant literature was surveyed. Especially selected and staffed inner city schools were used for practice teaching. In relation to their work, students visited New York City. A final report is in preparation on this program supported by the United States Office of Education.

CORNELL UNIVERSITY

ITHACA, NEW YORK

JAMES A. PERKINS, *President*

To improve teacher enducation in general, Cornell University has continued to engage in a multiplicity of activities. Out of these activities emerged new relationships within the University and between the University and the schools. The Ithaca City School District instituted a Teacher Associate Program providing support and junior faculty status to interns and giving the regular school faculty a clear and important responsibility for teacher education. At the same time, the formation of a University Committee on the Preparation of Teachers fixed responsibility for teacher education on the total university and strengthened the partnership between the professional and academic faculties. Underway is a coordinated program in which all aspects of teacher education are continuously subject to reexamination and modification.

CULVER-STOCKTON COLLEGE

CANTON, MISSOURI

FRED HELSABECK, *President*

To upgrade its teacher education program and make it more socially significant, Culver-Stockton College has strengthened the three bases of its program: the liberal arts background of its students, their professional education experiences, and their opportunity for Christian commitment and service to society. Within liberal arts, special course offerings are required of all freshmen and seniors. The professional semester has been expanded and is climaxed with a post-student teaching evaluation workshop. Opportunities for Christian commitment and service to society are exemplified by the participation of students in Neighborhood Reading and Study Programs. These students gain valuable insight into the nature of children and some of the social problems that affect their education.

DANBURY STATE COLLEGE

DANBURY, CONNECTICUT

RUTH A. HAAS, *President*

To raise the level of teacher education by providing an unusual program in the liberal arts, Danbury has introduced the Nature of Man sequence. It is based on the assumption that teaching is a humane profession, and, as such, concerns itself with the ideals of human character for which men strive. The sequence runs four years and is divided into four courses: (a) Scientific and Humanistic Man, (b) Aesthetic Man, (c) Social Man, and (d) Philosophic Man. The effort integrates art, literature, music, religion, science, philosophy, psychology and the social sciences, all of which contribute to the knowledge of man. Above all, the program enables a teacher to become a person of insight into knowledge, one who can genuinely share experiences with his student, and who—in the spirit of free inquiry—is able to respect excellence.

DRAKE UNIVERSITY

DES MOINES, IOWA

PAUL SHARP, *President*

To focus the resources of the University and community upon the problems of education resulting from social and technological changes, Drake University conducts a summer program of continuing education. This program highlights carefully-planned workshops and institutes of long- and short-term duration. Innovative and professional problem areas are analyzed in one group of special programs: TV, aerospace, newspaper, and library. Fine arts receive additional attention through guest artists and creative presentations. Contemporary social issues are dealt with in another series. Each program utilizes an interdisciplinary approach. Designed for continuing education, the program has had a positive effect on the pre-service program.

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

QUINCY V. DOUDNA, *President*

To provide an all-institutional approach for responsibility of the teacher education program, Eastern Illinois University has established the Council on Teacher Education. Responsible for recommending broad policies relative to teacher education —such as criteria for admission, student teaching program, and teacher placement—the Council is representative of the faculty. The Council has established a selective program for admission to teacher education and has contributed to a healthy exchange of ideas between staff members representing the academic disciplines and those in professional education. It is recognized as the voice for teacher education at the University.

EASTERN MICHIGAN UNIVERSITY

YPSILANTI, MICHIGAN

HAROLD E. SPONBERG, *President*

To cope with such problems as increased enrollment, a shortage of space, a shortage of qualified staff in special education, and the information explosion, Eastern Michigan University has turned to closed circuit television as a partial solution to the need for improved instruction. A complete closed circuit television system has been installed for the purpose of supplementing instruction and making better utilization of the school as a laboratory center. No course is taught exclusively via television. Television serves as an enrichment device on a demand basis, the same as conventional instructional materials. The main emphasis is upon improved quality and methods of teaching and not replacement or elimination of the instructor.

EASTERN NEW MEXICO UNIVERSITY

PORTALES, NEW MEXICO

CHARLES W. MEISTER, *President*

To provide professional preparation for remedial and developmental teachers with laboratory experiences in teaching, to provide remedial and developmental instruction for university and public school students, and to do research related to reading problems and to the improvement of teaching, the University established a "Reading Center." The program has expanded since its inception: A total of 215 public school students have received instruction in the center. Work with these students has enabled some graduate students to improve teaching skills and some to qualify as reading specialists. Over 1,200 university students have received instruction in reading development courses. Increased research and interest in research have been evident among graduate students and public school teachers.

EASTERN WASHINGTON STATE COLLEGE

CHENEY, WASHINGTON

DON S. PATTERSON, *President*

To determine the extent to which the teacher preparation program at Eastern Washington State College actually prepares teachers for their first assignment, the college has instituted the First-Year Teacher Visitation Program. Each fall and spring, selected college staff members visit graduates who are in their first year of public school teaching in the State of Washington. The program emphasizes the all-college involvement in teacher education by including personnel from all divisions of the college. It provides an opportunity for college staff members to visit new teachers in the field and to relate their areas of speciality to the teachers' needs. It also provides an organized means for public school personnel to be involved with the college in the development and evaluation of a teacher preparation program.

ELIZABETH CITY STATE COLLEGE

ELIZABETH CITY, NORTH CAROLINA

WALTER N. RIDLEY, *President*

To develop improved attitudes regarding academic work and to improve many personality traits and characteristics on the part of students in economically depressed areas and from disadvantaged social economic circumstances, Elizabeth City State College conducted the Pre-College Booster Study Program. In this program, recent high school graduates were selected to participate in a work-study program of nine weeks duration. They studied to improve their knowledge in two basic subjects: mathematics and English. Their desire to pursue higher education was essential to their acceptance in the program. Nearly all of the participants enrolled in college in the fall.

EMMANUEL COLLEGE

BOSTON, MASSACHUSETTS

SISTER ANN BARTHOLOMEW, *President*

To provide professional education at a time when so many state colleges of education are giving more emphasis to liberal arts subjects, Emmanuel College, as a liberal arts institution, offers a program with the following objectives: (a) to educate teachers who will be professionally competent, highly motivated, completely dedicated to the training of young people; (b) to impress upon young student teachers that continued growth is imperative to perceive the needs of the world today, to be receptive to change and adjustment (particularly social change), and to keep pace with the changing world; (c) to make clear, philosophies of education which help teachers to understand human beings, their relation to God, and the world in which they live.

FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA

MODE L. STONE, *Dean, School of Education*

To meet the practical problems faced by all teachers of secondary and intermediate science, the science education faculty and representatives from the various science disciplines developed the professional sequence in Undergraduate Training of Intermediate and Secondary Science Teachers. The program consists of: (a) three hours of introductory science methods designed to provide transition from highly science-oriented courses to a professoinal orientation; (b) six hours of practical experience in design, preparation, and classroom testing of a laboratory-centered teaching unit; and (c) nine hours of internship under the direction of a professional public school teacher experienced in the philosophy and methodology of science curricula.

GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.

F. N. HAMBLIN, *Dean, School of Education*

To explore means for more effective utilization of the resources of institutions which are mutually supportive, the National Gallery of Art and the School of Education of the George Washington University joined efforts to present a program entitled The Museum and the Art Teacher. The program focused upon the specific needs and interests of participants. Its underlying thrust was directed toward developing generalizations and guidelines for improved quality in working relationships between art teachers and museums. Other issues, however, were considered: (a) the content and value of art education in secondary schools, (b) the requisite knowledge and understanding for effective teaching in art, (c) the educational role of museums, and (d) means for better working relationships between art teachers and museums.

GORHAM STATE COLLEGE
GORHAM, MAINE

KENNETH T. H. BROOKS, *President*

To enlarge student teacher opportunities for working with disadvantaged students and to explore potentialities of Federal Job Corps Trainees in Higher Education, a pilot project was initiated by Gorham State College and the Job Corps Center for Women. Student teachers are placed first in a public school for an eight-week period, then at the Job Corps Center for the second eight weeks. Selected Job Corps women are enrolled in freshman courses at the college. Resources and services of both institutions are shared. Personnel involved are faculty, administrators, and staff of the college and center. Student teachers gain valuable experience in working with disadvantaged youth, and most satisfying is the spectacle of Job Corps Women successfully undertaking college level work.

HARRIS TEACHERS COLLEGE
ST. LOUIS, MISSOURI

JOHN D. WHITNEY, *President*

To meet the need for a demonstration-laboratory school particularly concerned with inner-city urban redevelopment and with racial integration, a cooperative program was established between Harris Teachers College and the Waring Elementary School of St. Louis, Missouri. This cooperative program stresses two types of activities. First, groups of college students observe lessons taught by master teachers in the special techniques areas. Each lesson is followed by a conference between the observers and the teacher. Second, some 100 junior level students in educational psychology spend one hour each week with a single elementary school child. The work each week is closely correlated with the lecture-discussion part of the educational psychology course.

HOFSTRA UNIVERSITY
HEMPSTEAD, NEW YORK

CLIFFORD LORD, *President*

To enrich the Asian studies knowledge of social studies teachers, Hofstra University offers a Summer Asian Institute. The program is designed for social studies teachers only. A special feature is the combination of several social science disciplines in a single course, all parts of which must be taken by the participant group. Because the institute is also designed to aid in transferring Asian materials to the secondary social studies classroom, it has always included a seminar on methods under the direction of an expert.

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

ELVIS J. STAHR, JR., *President*

To work toward meeting the need for adequately prepared teachers who would use the multiple arts approach in elementary schools, Indiana University offers The Creative Arts Workshop in Teacher Education. Art, music, and physical education are included in the workshop. It cuts across the disciplines, is team taught by four faculties from the three subject areas, provides for small group activity, and devotes considerable time to individual students. Artificial compartmentalization of content, methods, and materials has been broken down; and underlying structures and themes have been identified.

JACKSON STATE COLLEGE

JACKSON, MISSISSIPPI

JACOB L. REDDIX, *President*

To introduce administrators and teachers to innovative and challenging programs for improving instruction; to provide opportunities for retraining of teachers, auxiliary personnel, and secondary school dropouts of marginal economic and social circumstances in terms of scientific and technological advances in education; to give leadership to public and private education by offering the entire resources of the college; and to coordinate the wise use of available funds, Jackson State College introduced the In-Service Education Project Enrichment program. Among other activities, institutes were held concerning the use of subprofessional personnel and the reclaiming of secondary school dropouts. The entire program has served to raise sights and widen horizons of teachers and administrators, as well as disadvantaged youth.

JERSEY CITY STATE COLLEGE

JERSEY CITY, NEW JERSEY

WILLIAM A. LIGGETT, *Dean of Instruction*

To determine whether senior students could successfully assume major teaching responsibilities while receiving on-the-job supervision and courses in methodology and to aid Hoboken Public Schools meet its immediate need for specialists in remedial, psychological, social, and instructional programs, Jersey City State College and the Hoboken Public Schools established the Pilot-Teaching Programs. Selected seniors replaced regular teachers, who were then assigned as special reading instructors, as teachers of small classes of slow-learning children, as psychologists, and as social workers. After a two-week orientation, students assumed full responsibilities, were paid half salary, and were supervised by college personnel. The program was executed with the full approval of the New Jersey State Board of Education.

MANHATTAN COLLEGE
BRONX, NEW YORK

BROTHER GREGORY NUGENT, *President*

To offer students a maximum of instructional resources, a cooperative program between Manhattan College and the College of Mount Saint Vincent was established. Thereby students enrolled in one college could take courses of particular merit in the other college. Under this cooperative agreement, a course in Methods of Teaching English was designed. According to the design, team teaching was employed with two professors from each college leading discussions, projects, and assignments in four major areas: writing, grammar and linguistics, literature, and developmental reading—each a specialty of one of the professors. Improved instructional performance and a more meaningful course have resulted.

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE

SAM H. JOHNSON, *Dean, School of Education*

To enrich teacher education and practice through: (a) the offering of specialized courses which serve to enrich the general curriculum of teacher education, (b) the offering of degree programs too specialized for the general teacher education program, and (c) the offering of in-service experiences designed to renew and to further develop practicing teachers, Memphis State University has begun a program of Teacher Education Enrichment. After a careful review of federal programs, support for this activity was sought and granted under specific legislation and funded through appropriate agencies. This program provides the general teacher education program with a local environment conducive to creative and effective teaching. Through this program both faculty and students gain program flexibility.

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, NEW JERSEY

THOMAS M. RICHARDSON, *President*

To raise the level of theatre work in secondary schools, Montclair State College conducted The Summer Theatre Workshop. The program was a training experience for high school teachers who were asked to direct plays, despite their unpreparedness for the assignment. Supported by a grant from the Fund for the Advancement of Education, the participants engaged in an intensive six-week program which was planned to introduce them to all aspects of dramatic productions. Theoretical aspects of the program were supplemented by teachers' observations and limited participation in workshop plays in which selected high school student members of the company served as a nucleus.

MOUNT MARTY COLLEGE

YANKTON, SOUTH DAKOTA

SISTER M. EVANGELINE ANDERSON, *President*

To enable students in teacher education to obtain certain beginning-of-the-academic-year experience which would not ordinarily be possible under usual student teaching schedules, Mount Marty College has instituted a program called September Experience. Using the public and parochial school systems in Yankton, each student has the opportunity to spend two weeks—one including preschool workshops and orientation, the other, the first week of the fall semester—in the classroom of the cooperating teacher with whom he has been assigned to work in a student-teaching situation later in the term. By becoming acquainted with the teacher—and to a degree, the pupils—the student eliminates the apprehensivness inherent in beginning student teaching.

NAZARETH COLLEGE

NAZARETH, KENTUCKY

SISTER AGNES GERALDINE, *President*

To improve the quality and enlarge the scope of professional preparation while reducing the quantity of required courses, Nazareth College engaged in a four-year revised program of the Professional Sequence for Elementary Education. This study involving students, faculty, and administration resulted in the formulation of behavioral goals, the integration of course content, the elimination of overlapping and duplication, and emphasis of the essential unity between elementary and secondary teacher education. The resultant structure will permit additions whenever new evidence is available about the nature of the learner, knowledge, and our society.

NEWARK STATE COLLEGE

UNION, NEW JERSEY

EUGENE G. WILKINS, *President*

To show how society can reverse the downward spiral which usually occurs in a youngster's life once he is adjudged delinquent, Newark State College engaged in a research-demonstration project known as "Collegefields." Supported by a grant from the United States Department of Health, Education, and Welfare, the two-year project is now in its terminal research phase. Newark schoolboys adjudged delinquent in juvenile court and considered potential dropouts were placed in the custody of Collegefields personnel. These boys then "went to college" instead of attending their regular schools. The demonstration phase included intensive remedial education and group therapeutic experiences for the boys, psychological and social services for both the boys and their families, and individual guidance for the boys upon their return to school.

NEW MEXICO STATE UNIVERSITY
UNIVERSITY PARK, NEW MEXICO

ROGER B. CORBETT, *President*

To produce a potentially superior teacher who will start his career as an "experienced beginner," New Mexico State University instituted The Cooperative Program In Teacher Education. A special arrangement under Title I-C of the Higher Education Act, Work-Study Program, made possible each year the subsidizing of 40 selected students whose academic talents were confirmed by "B" high school averages and American College Test scores above the norm. These were students who probably would not otherwise have achieved a college education. Semesters of study of the traditional general and teaching field specialities were alternated with semesters of laboratory experiences in public schools. Intervening summer sessions were study phases for all these students. Laboratory semesters provided responsibilities ranging from teacher aides to full-time teaching.

NORTH CAROLINA COLLEGE AT DURHAM
DURHAM, NORTH CAROLINA

F. GEORGE SHIPMAN, *Chairman, Department of Education*

To meet the need for agreement on the professional qualifications of the supervising teachers and to consider certification or other appropriate procedures to ensure qualified supervisors of student teaching, North Carolina College at Durham held a three-week Summer Institute for Cooperating Teachers. Supported by the Southern Education Foundation, cooperating teachers from throughout the state met with the representatives of 12 departments and planned, organized, implemented, and appraised the three-week period during which they worked toward the resolution of mutual problems.

NORTHERN MONTANA COLLEGE

HAVRE, MONTANA

JOSEPH R. CROWLEY, *President*

To provide current textbooks, workbooks, charts, maps, filmstrips, and other curriculum materials not ordinarily found in a regular college library nor readily available to many small schools, Northern Montana College established a Curriculum Library. An integral part of this facility is a study center where prospective and in-service teachers can read, evaluate, and compare materials. During the seven-year operation of the Curriculum Library, it has been expanded to accommodate the ever-increasing number of users. Materials housed in and circulated by the Library have also been augmented to keep pace with educators' current needs.

NORTHWESTERN STATE COLLEGE OF LOUISIANA

NATCHITOCHES, LOUISIANA

ARNOLD R. KILPATRICK, *President*

To help teacher preparation students become more familiar with and involved in the activities of the elementary school classroom, a special program of observation and participation was developed by the Northwestern State College of Louisiana. The program resulted from a recommendation by the Student Teaching Advisory Council composed of supervising teachers, supervising principals, college coordinators of student teaching, and college methods teachers. Primary objectives of the program are: (a) to provide college students with an opportunity to observe a superior experienced teacher after the teacher and students have reviewed the teacher's plans, (b) to accord college students an opportunity for direct contact with individual elementary and secondary school students in their respective school environments, (c) to offer college students an opportunity to work with an experienced teacher in a team teaching experience, (d) to provide more opportunities for college method teachers and public school teachers to work together toward producing more creative teachers.

PATTERSON STATE COLLEGE

WAYNE, NEW JERSEY

MICHAEL B. GILLIGAN, *Acting President*

To attract and encourage interested young teachers to work with disadvantaged children in urban schools and to investigate the specific kinds of preservice experiences which contribute to the most effective preparation of teachers for this work, the Board of Education of the City of Patterson and Patterson State College cooperatively planned and implemented the Patterson Plan for the Preparation of Teachers for Urban Schools. The program is in its third year and is built around a year-long concern for senior student teaching. Regular course work is supplemented by a series of meaningful seminars and a close and continuing relationship between the college student and public school is fostered. Upon graduation, students are offered positions in the City system, and every effort is made to place them in the schools where they taught as students.

RHODE ISLAND COLLEGE

PROVIDENCE, RHODE ISLAND

CHARLES B. WILLARD, *Acting President*

To establish a structure that can provide the opportunity for an immediate and balanced reaction to three sources of pressure which act on the secondary school curriculum, namely: (a) developments in the philosophy of the various academic disciplines, (b) developments in learning theory and the psychology of the adolescent, and (c) major changes in the societal dimensions of the larger community within which the school is situated, Rhode Island College instituted a Self-Regulatory Program in the Preparation of Secondary School Teachers. The key to this immediate and balanced reaction is found in the pattern of the involvement of academic, professional, and public school personnel in the decision-making procedures of the Secondary Education Department. The curriculum is protected from over reacting to pressures from any one source and at the same time rendered sensitive to these pressures.

RICE UNIVERSITY
HOUSTON, TEXAS

KENNETH S. PITZER, *President*

To offer a balanced teacher education program suited to the needs of Rice University and its students and also to the demands of the public schools for competent teachers, the University has introduced the Cooperative Program for the Preparation of Secondary School Teachers. Concerned with total involvement, the president of the University has appointed the Teacher Education Council, which is representative of administration and faculty from each department that participates in the preparation of teachers. The sphere of involvement has been further extended by the appointment of the Advisory Committee, which is representative of public school administration and teaching staff. Combined efforts of these groups has resulted in qualified students being offered a choice between Plan A, The Apprenticeship Plan, or Plan B, The Internship Plan. Alternatives enable each candidate to select the plan best suited to his needs.

RIDER COLLEGE
TRENTON, NEW JERSEY

F. F. MOORE, *President*

To aid in the development of an effective teacher, a program has evolved that judiciously blends the theory of the college classroom with the actualities of the secondary school. In addition to regular course work, there are three additional requirements for students in education: (a) a Junior Practicum —one week observation, (b) ten weeks of student teaching in the senior year, and (c) participate in the Professional Experiences Program (PEP). The primary purpose of this third activity is the adjustment to the teaching profession by integrating the study of educational theories with professionally-oriented experiences. Each student is required to accumulate a minimum of 100 professional points during the four undergraduate years. Professional points are earned by obtaining membership in professional organizations, attending PTA meetings, observing classes, attending educational conventions, tutoring, and kindred functions. Such activities expose students to facets of education customarily unexplored by preservice teachers.

SAN FRANCISCO COLLEGE FOR WOMEN

San Francisco, California

Mother Gertrude Patch, *President*

To develop teachers who recognize their own and their students' values and feelings, teachers who can effectively use a variety of teaching activities to accomplish chosen educational goals, and who are themselves fully functioning are the objectives of this teacher education program. Two major approaches are used to achieve this goal: (a) active involvement of students and school personnel in planning and continuing development of the program, and (b) use of a variety of techniques to extend and deepen students' perceptions and to develop a repertoire of teaching techniques. In the process, faculty experiment with new teaching alternatives and engage in analysis of their own instructional procedures.

SAN JOSE STATE COLLEGE

San Jose, California

John W. Gilbaugh, *President*

To augment the current program of teacher education at San Jose State College, an Elementary Internship Program has been developed. Experimentation and innovation are inherent in this program in which the College and local school districts collaborate in the training of teachers. In an attempt to strengthen and broaden the education of teachers the program employs an interdisciplinary approach. The training program requires two 10-week summers of course work and a year of paid teaching. Incorporated in the program are microteaching, closed circuit television, and a variety of formal and informal evaluative techniques.

SAVANNAH STATE COLLEGE

SAVANNAH, GEORGIA

HOWARD JORDAN, JR., *President*

To enable prospective elementary teachers to acquire personal and professional understandings in the language arts, including children's literature, social studies, science, and mathematics, a Seminar in Elementary Curriculum was established. Eliminating over compartmentalization, this seminar was team planned and team taught. Its objectives were: (a) meeting the content needs of the students, (b) promoting increased understanding and skill among prospective teachers in order that they might more effectively handle teaching-learning situations, and (c) helping students recognize, appreciate, and use the interrelationships among areas of the elementary school curriculum as they explore specific content of each area.

SOUTHERN CONNECTICUT STATE COLLEGE

NEW HAVEN, CONNECTICUT

HILTON C. BULEY, *President*

To provide a higher quality of instruction to greater numbers of future teachers, a multi-media instructional systems approach has been instituted. This facility utilizes open and closed circuit television in college classrooms, lecture halls, instructional amphitheaters, laboratories, and study carrels. It maintains facilities for studio production, demonstration classroom instruction, remote television pickup. It has multi-media lecture halls for large groups, multiple projection presentations, a multiplicity of media preparation rooms, independent student carrels, dial access systems, and tape, slide, and "software" storage rooms. The use of this facility has demonstrated economic saving, improved quality of instruction, and justification for further expansion of these systems of teaching and learning.

SOUTHERN UNIVERSITY
BATON ROUGE, LOUISIANA

FELTON G. CLARK, *President*

To help meet the critical need for teachers especially committed to teaching boys and girls in the middle school years and to furnish information to assist in the development of undergraduate curricula in junior high school education, a special program in junior high school teaching was established. The program treats the philosophy and development of the junior high school, and its organization, administration, curriculum, staff, and students. Innovative teaching methods and procedures are employed to provide interesting and worthwhile experience for participants.

SPRINGFIELD COLLEGE
SPRINGFIELD, MASSACHUSETTS

WILBERT E. LOCKLIN, *President*

To overcome the dissatisfaction with existing compartmentalization in elementary education, a 12-hour block called Introductory Practicum and Seminar in Elementary Education has been established. This program—more comprehensive than a course but not a whole curriculum—emphasizes the teacher as a community leader, the school as a unified learning center, and a child as the subject of living and learning.

STATE COLLEGE OF IOWA

CEDAR FALLS, IOWA

J. W. MAUCKER, *President*

To meet the need for trained teachers who can provide leadership and instruction in conservation education, a special program was initiated. As a result of cooperative planning among the state colleges of Iowa, the Iowa Conservation Commission, and the Iowa Department of Public Instruction, the unique Iowa Teachers Conservation Camp offers a well-balanced program of classroom instruction, field experience, and direct observation. Results of this program are teachers who, themselves, are more sensitive to natural resource problems and are hence better prepared to teach students about them.

STATE UNIVERSITY COLLEGE

OSWEGO, NEW YORK

JAMES E. PERDUE, *President*

To meet the curricular challenge of preparing teachers who can intelligently interpret industrial organization and technology, the Division of Industrial Arts and Technology of State University College at Oswego introduced the Directed Field Study Program. Conducted for selected students in the second half of each student-teaching semester, the program operates in three phases. Phase one consists of a week of on-campus seminars utilizing team teaching of college staff members and resource personnel from business and industry. Phase two consists of six weeks of concentrated study and observation of the common major elements of industry. The final phase is a two-week seminar-workshop in which students, drawing upon their observations and information gathered, develop curriculum outlines and resource units for future use in teaching.

SUFFOLK UNIVERSITY
BOSTON, MASSACHUSETTS

JOHN E. FENTON, *President*

To evaluate the efficacy of placing recent and older graduates of liberal arts or engineering colleges in suburban public summer schools, an Intensive Summer Student Teaching Program was undertaken. Unique in this program was the concept of the resident supervisor, a person resident in the building where student teachers were located, who had full responsibility for the supervision of student teachers in his building and for the counseling of cooperating teachers under his authority. The program resulted in a close professional working relationship among the college, public schools, and teachers in preparation.

TROY STATE COLLEGE
TROY, ALABAMA

RALPH W. ADAMS, *President*

To meet a critical need for literacy in aviation and space-related topics among student teachers, in-service teachers, and education majors, Troy State College established the Aerospace Education Institute program. Drawing upon the vast, innovative resources of industry, business, scientific organizations, and government agencies, the Institute became a vital part of the professional program, as well as a center of interest and motivation for several new units of study in the schools served by the College.

TOWSON STATE COLLEGE
BALTIMORE, MARYLAND

EARLE T. HAWKINS, *President*

To develop an enriched library program in an inner city elementary school and to demonstrate its value, a three-year project was cooperatively planned by Towson State College and the Mt. Royal Elementary School in Baltimore, Maryland. The project was supported by a grant from the Knapp School Libraries Project. Through extensive use of demonstrations, observations, workshops, discussions, illustrated talks, motion pictures, and a children's literature festival, teachers, administrators, cooperating teachers, students, and interested citizens were educated regarding the function of a library as an instructional materials center and in the utilization of all library materials. National and international interest were focused on this project.

UNION COLLEGE
LINCOLN, NEBRASKA

R. W. FOWLER, *President*

To better meet the needs of student teachers as well as the needs of private secondary boarding schools for which the college prepares teachers, an extended student-teaching program was introduced. Selected students were placed in secondary boarding schools for a three-week period on a full-time basis, beginning at the end of August, when regular teachers report to school for preschool preparation before the arrival of the pupils. This experience was in addition to the regular one-semester student teaching course. The benefits of the program were: (a) The student teacher spent a whole day in school instead of a half day. (b) The student teacher was at the school at the beginning of the school year during a period of planning and preparation. (c) The student teacher gained experience in a boarding school as well as in a day school.

UNIVERSITY OF BRIDGEPORT

BRIDGEPORT, CONNECTICUT

HENRY W. LITTLEFIELD, *President*

To improve the effectiveness of the student-teaching experience, the Field Associates Program was established. It resulted in a professional partnership between the College of Education faculty members and teachers in the public schools. The program involved recruitment, selection, and orientation of highly-competent public school teachers to serve as Field Associates in the supervision of teachers in elementary education, art education, music education, and physical education. Selected teachers agreed to supervise at least two student teachers during a three-year appointment, they attended scheduled meetings, participated in the on-going teacher seminars, and were invited to participate in the on-going teacher preparation program as resource personnel.

UNIVERSITY OF COLORADO

BOULDER, COLORADO

STEPHEN ROMINE, *Dean, School of Education*

To evaluate the present program of teacher preparation and to "test" the hypothesis upon which it was built, the School of Education undertook a program of Self-Study. In a period of rapid institutional growth and change, a plan for the future—based on the past and present—seemed feasible. The activity proved to be one which stimulated understanding and unity, even among those of divergent special interests. During and following the study, faculty members experienced less complacency with self and the status quo and greater receptivity to constructive change. Additionally, participants developed some well-defined directions for the future and new criteria for determining what would be essential and feasible in the next few years.

UNIVERSITY OF CONNECTICUT
STORRS, CONNECTICUT

HOMER D. BABBIDGE, JR., *President*

To teach preservice and in-service teachers how to operate selected audiovisual equipment, a self-instructional laboratory was established. To insure learner participation, the laboratory design incorporated the principles of multi-media techniques and programmed instruction. Individual study carrels which were programmed by slides and motion picture film enabled each learner to proceed at his own pace while requiring continuous learner involvement. The student was taught skills and concepts while simultaneously experiencing a new method of instruction. It also served as an experimental workshop for students in advanced graduate courses in programmed instruction and systems design.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE

JOHN A. PERKINS, *President*

To coordinate mathematics content and methods of presentation to children, a program in mathematics education for elementary education majors was established. The program not only reflected the recent nationwide emphasis on the increased mathematics content offered elementary education majors, but also offered a unique and effective program in methodology to supplement the study of mathematical concepts. Important was the involvement of students in teaching and examining elementary school lessons in arithmetic. Through the use of closed circuit television and video tape, an opportunity was accorded to analyze teaching techniques and assist in the development of lessons. Using limited facilities, this program enabled students to observe and become active participants in the elementary school arithmetic class.

UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

KIMBALL WILES, *Dean, College of Education*

To provide student teachers with a student teaching experience in American schools and to give student teachers an opportunity to live for a period of time in a foreign environment, the University of Florida, in cooperation with the United States Department of Defense, offers a student teaching program in the Overseas Dependents Schools in Europe. Supervised by American teachers and University personnel, these students teach American children and operate within a standard American curriculum. Evaluation has been positive, and the program is of benefit to both student teachers and faculties of Overseas Dependents Schools.

UNIVERSITY OF MISSOURI AT KANSAS CITY
KANSAS CITY, MISSOURI

RANDALL M. WHALEY, *President*

To provide a program specifically designed for experienced teachers and to stress specialization in substantive areas for elementary teachers, the University of Missouri at Kansas City established an Experienced Teacher Fellowship Program in Elementary Education. Supported by the U. S. Office of Education under Title V, Part C, of the Higher Education Act of 1965, the program involves the expansion and modification of the teacher training program, offering new graduate courses. Establishment of an innovative and exemplary elementary school in the Kansas City (Missouri) Public School System will be a unique feature of the program. It is planned to staff the school entirely with teachers who participated in this graduate study program.

UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles, California

Irving Melbo, *Dean, School of Education*

To prepare prospective teachers for economically and educationally disadvantaged communities, the University of Southern California, in cooperation with four local county school districts, is conducting a National Teacher Corps Program. Support for the program is authorized through the Higher Education Act of 1965. The University participates as the training institution, and the local districts provide field and laboratory experiences plus the reality of the teaching situation. The field locations are at various distances from the University and represent diverse types of disadvantaged communities. They range from highly ruralized, primarily Spanish-speaking communities to urban-fringe, predominately Negro communities. They range from "port-of-entry" types of communities to highly stabilized, though "pocket," communities.

UNIVERSITY OF ROCHESTER
Rochester, New York

William A. Fullagar, *Dean, College of Education*

To provide experiences deemed of primary importance for persons planning to teach in schools geared to individualization of instruction and to innovative practices in both school organization and curriculum, "Project 66," a program for the Preparation of Teachers for Innovative Elementary Schools, has been established. Designed for undergraduates with three full years of liberal arts work or liberal arts graduates who can qualify for the master's degree, the program accommodates 35 to 40 students a year. Using an "integrated" rather than "course" approach, a variety of arrangements for direct experience in schools is feasible throughout the year. The closest possible relationship is established between campus theoretical considerations and the "real world" of the modern elementary school.

UNIVERSITY OF UTAH
SALT LAKE CITY, UTAH

STEPHEN HENCLEY, *Dean, State College of Education*

To demonstrate the principle that teacher education is one of the main responsibilities of the University, a University Council on Teacher Education has been created. As the result of two years of intensive study and planning, the Council has the responsibility, subject to approval, for developing the policies of the University pertaining to teacher education. This includes all programs which have school-related career objectives, regardless of degree level. Significant of the Council and its work is the continued prominence of the professional education faculty as a core segment of the Council. Public school teachers and administrators and State Department of Education leaders have been participating members through several of the Council's working subcommittees. Special provision has been made for the encouragement of innovation in all phases of the teacher-education program.

UNIVERSITY OF WYOMING
LARAMIE, WYOMING

JOHN E. KING, *President*

To bring modern methods and content to secondary school teachers in sparsely-populated regions where enrollments can hardly justify an extension program, the Carbon County Coordinated Instructional Project has been established. Through a series of tele-lectures, emanating from a special campus studio, specialists in subject matter fields and curriculum present illustrated lectures with students participating. The instructor's illustrations and notes are recorded on an "electronic writer," while dialogue is picked up by a telephone transmitter. Both impulses are conveyed via telephone lines to review centers where the visual impulses are projected on "electronic remote blackboards," and conversation is projected through speakers. Communication is possible between the instructor and the centers. With qualified leaders at each center, plus supplementary meetings, extension class work is available to many more teachers than it would be via the conventional approach.

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY

KELLY THOMPSON, *President*

To meet its institutional responsibility as a service agency to the local school unit, Western Kentucky University maintains a variety of action-oriented programs. The basic philosophy of professional service is operationally implemented through such programs as: (a) The Annual Superintendents Conference, (b) The Educational Film Library, (c) The W. R. McNeill City-College Cooperative School, (d) The Human Relations Center for Education, (e) Educational Service Activities, (f) Student National Education Association Workshop, and (g) The Student Teaching Program.

WESTERN WASHINGTON STATE COLLEGE
BELLINGHAM, WASHINGTON

HARVEY C. BUNKE, *President*

To improve the effectiveness of student teaching, Washington State College, in cooperation with a consortium of public school districts, devised a new position in teacher education, the teacher-supervisor. As a consequence, educational theory and practice are blended in a school setting. The college committed itself to the formal training of 18 outstanding teachers for the teacher-supervisor responsibility. With support from the ESSO Education Foundation, a three-week intensive seminar was organized and conducted by the college faculty. Each participant was not only provided with a substantial individual professional library—including titles in the education and supervisory fields—but each was guided through a cycle of supervision emphasizing instructional improvement. The State Department of Public Instruction supported this latter phase with video tapes, television, and trained personnel. Members of the Education Department served as consultants throughout all phases of the program.

WISCONSIN STATE UNIVERSITY
OSHKOSH, WISCONSIN

R. E. GUILES, *President*

To provide accelerated experiences for undergraduate teacher education students who possess unique characteristics, the School of Education faculty, public school administrators and teachers, and the State Department of Public Instruction have cooperatively developed the Undergraduate Internship Program. Selected students engage in 25 class hours of accelerated student teaching prior to the senior year. They participate in a two-week curriculum workshop with experienced teachers, and then have a full semester of responsible teaching as interns under close supervision by both public school and University faculty. Important in-service experiences for the public school teachers who serve as supervisors are also provided in the program. The workshop serves to modernize the public school curricula in the areas in which interns participate.

WISCONSIN STATE UNIVERSITY
WHITEWATER, WISCONSIN

WALKER D. WYMAN, *President*

To test the validity of the criticism that techniques and theories taught in methods courses have little or no meaning to students, and that the time lag between these courses and student teaching tends to make the content inapplicable in practice, a highly-integrated teaching program was introduced on an experimental basis. A control group of students received the regular instruction within the traditional time structure, while the experimental group carried on their experience in the campus elementary school. Sufficient evidence resulted to indicate that student teachers can be more adequately prepared through integration of methods, observation, and student teaching on a full semester basis, in contrast to the traditional approach of separating theory and practice.